DOCUMENT RESUME

ED 479 744 EA 032 681

TITLE	Characteristics of Successful Schools. Second Edition.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO	Bull-01001
PUB DATE	2000-08-00
NOTE	48p.
AVAILABLE FROM	Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841. Tel: 608-266-3390; Tel: 800-441-4563 (Toll Free); Web site: http://www.dpi.state.wi.us/. For full text: http://www.dpi.state.wi.us/ dpi/dlsea/sit/cssindex.html.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Standards; Achievement Gains; Educational Change; *Educational Environment; Educational Improvement; Educational Policy; Elementary Secondary Education; Evaluation Criteria; Evaluation Utilization; Instructional Leadership; Outcomes of Education; Parent School Relationship; *Partnerships in Education; Professional Development; School Community Relationship; *School Effectiveness; Student Improvement
IDENTIFIERS	*Wisconsin

ABSTRACT

The second edition of this guide, as did the first, describes a set of characteristics that define the Wisconsin framework for a successful school, one in which all students meet high academic and behavioral standards. It is intended to be used by practitioners to assess their own performance, guide improvement plans, and solicit feedback from families and community members. Chapter 1 describes the seven characteristics that compose a successful school. They are, briefly: (1) vision; (2) leadership; (3) high academic standards; (4) standards of the heart; (5) family, school, and community partnerships; (6) professional development; and (7) evidence of success. Chapter 2 provides eight surveys to help school teams begin thinking about their accomplishments and the future in each of the seven elements. Chapter 3 provides a brief overview of a process for using the data generated by self-assessment and other sources to create or sustain a successful school. It poses questions for school-community teams to use to plan improvements or to prioritize efforts that show promise. Appended are selected resources, common elements of reform, the Wisconsin equity framework, and an implementation report designed to be completed and sent to the Wisconsin Department of Public Instruction. (WFA)

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CHARACTERISTICS OF SUCCESSFUL SCHOOLS

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Characteristics of Successful Schools

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Bulletin No. 01001

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Foreword

Public schools are under increasing scrutiny and accountability to ensure that all children are successful. Parents, future employers and all concerned citizens look to the public education system to do its part to help our children develop the skills, knowledge and dispositions to become contributing members of society. As we seek to meet this mission, I have pledged to close the achievement gap between economically disadvantaged youth, children of color and their peers. This is my New Wisconsin Promise to you and the families of our school children.

No educator wants to see a child fail. This guide is one resource I encourage you to take advantage of as you strive to give your students the best education possible. It describes the characteristics of a successful school system; one in which all students meet high academic and behavioral standards. Utilize these characteristics as benchmarks to assess your own performance, to guide improvement plans and to solicit feedback from families and community members. Staff at the Department of Public Instruction will utilize this framework to organize and develop school improvement resources. Together we can, and will, close the achievement gap.

Elizabeth Burmaster
State Superintendent

Acknowledgements

This guide was developed through the collaborative efforts of the following Department of Public Instruction staff members:

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Introduction

Under the State Superintendent's leadership, the Department of Public Instruction is actively involved in the development of a variety of resources related to improving the schooling experience and outcomes across our state. In addition to this publication, the department is also conducting research on effective school practices, revising state curriculum guides, working on a minority student achievement initiative, cosponsoring various CESA staff development events, and redesigning the way state teachers are licensed. The various initiatives led by the staff at the Department of Public Instruction are connected by a common vision, the goals of which are described in this publication. Based on current research, the guide describes a set of characteristics that define the Wisconsin framework for a successful school.

Chapter 1 describes the seven characteristics that comprise a successful school. Briefly, they are:

- **Vision:** having a common understanding of goals, principles and expectations for everyone in the learning-community
- **Leadership:** having a group of individuals dedicated to helping the learning-community reach its vision
- **High Aacademic Standards:** describing what students need to know and be able to do
- **Standards of the Heart:** helping all within the learning community become caring, contributing, productive, and responsible citizens
- **Family, School, and Community Partnership:** "making room at the table" for a child's first and most influential teachers
- **Professional Development:** providing consistent, meaningful opportunities for adults in the school setting to engage in continuous learning
- **Evidence of Success:** collecting and analyzing data about students, programs, and staff

Countless characteristics of successful schools have been generated based on research regarding school reform and improvement. The department purposefully did not list equity, diversity, fairness, and inclusiveness as a separate characteristic; we believe that each characteristic listed above must include and attend to these important principles, commitments, and the corresponding responsive practices. *The essential dynamic is that equity and diversity must be a part of every aspect of education.* This includes every program or school improvement plan; every school-sponsored activity; every resource-allocation decision; every classroom environment, curriculum, and instructional plan; and every policy and procedure of the school. The practice of educational equity should permeate everything that happens in the school.

The resulting framework emphasizes essential elements of a school that is successful at helping all students achieve academically and helping them to be caring, contributing, productive, and responsible citizens. These dual missions, educating the hearts and educating the minds of youth, are considered of equal importance in a school's quest to be successful.

The elements do not stand alone: they are interdependent and part of a dynamic process. Each element must be revisited time and again as the staff gather and examine relevant data, develop and refine their vision; and employ the resources needed to provide leadership, high academic and behavioral standards, and continuous professional development.

Chapter 2 provides eight surveys to help school teams begin thinking about their accomplishments and the future in each of the seven elements. It is not meant as a complete list of essential questions. Rather, it provides a starting place for schoolwide dialogue about the current status and the future vision.

Chapter 3 provides a brief overview of a process for using the data generated by the self-assessment and other sources to create or sustain a successful school. It poses five questions for school-community teams to use to plan improvements or to prioritize current efforts that show promise:

1. **Where are we now?**
   To answer this question, the team must gather a clear picture of current success and needs related to efforts to educate the hearts and minds of all students.

2. **What is our target?**
   Answering this question provides a roadmap for creating and recognizing success.

3. **How will we get there?**
   The school-community team must develop a long range plan, including tasks, timelines, and responsibilities of all involved.

4. **How will we know we're on target and what will we do if we're not?**
   Answers to this question provide short-term benchmarks for the school-community team.

5. **How will we continue to focus and sustain our efforts?**
   Providing the best educational experience possible for all students is not a project to be completed. It's an ongoing process of planning, delivering, reflecting, and refining our services to all children. The school-community team must give thought to sustaining efforts indefinitely and to supporting

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or documenting an institutional memory of its experience. This should prevent reinventing the wheel as teachers, administrators, pupil services personnel as well as students and parents implement change.

In its entirety, this publication provides a starting point for thinking about what it takes to successfully educate all children. This resource, combined with staff expertise, grants and aids, projects, and guides available to Wisconsin schools through the Department of Public Instruction is the "state road map" for improvement initiatives in public education. It is the Department's consensus vision designed to articulate in a simple way the essential elements and steps needed to provide an education that results in high achieving, good citizens.

CHAPTER ONE

What Are the Characteristics of Successful Schools?

Overview

This section provides a description of the seven characteristics of a successful school. These characteristics describe the school environment, goals, and management. The ultimate measure of success is a learning community that helps all students, regardless of background or ability, to achieve high standards of scholarship and citizenship.

In this section, you will find for each characteristic:

- a definition
- a rationale for its importance
- key ideas to remember
- examples of the outcomes the characteristic can provide

Vision

Definition

A vision represents clearly articulated statements of goals, principles, and expectations for the entire learning community. A common unifying vision is achieved when the administration, teachers, support staff, students, families, and demographically representative community members are able to clearly communicate that vision through the daily operation of the school district. A vision becomes a guiding force when all educational decisions are based on its framework and goals.

Rationale

A clear vision is like a good road map. Without a good map it is difficult to determine where you are going and, impossible to know when you arrive. A dynamic vision engages and represents the whole community and outlines a path to follow. The vision allows school leaders to create a compelling view that excites and engages other constituents to join in the educational journey.

Key Ideas

1. Effective schools have a clearly defined vision for the improvement of learning for each and every student.
2. Emphasis is on the achievement of a broadly defined set of standards that includes academic knowledge, skill, development, and standards of the heart.
3. Goals are framed in a way that can be benchmarked through the school year and measured at year's end. Progress is recorded and used for improvement efforts.
4. Communication about the goals as well as progress toward them is a regular part of school activities among all constituents.

Successful Schools Have a Vision That:

1. is accompanied by other *strategic planning*. Strategic planning is a data-driven process that guides decision making, as well as program implementation components such as:
   - goal statements
   - means to accomplish the goals
   - timelines.
2. links education standards to teacher expectations and student performance.
3. fosters districtwide expectations and experiences that result in all students mastering challenging standards at proficient or above levels.
4. engages the entire learning community to take responsibility for all students' learning.
5. includes carefully defined terms that are known and supported by all constituents.
6. is developed with representation from a wide variety of publics and all demographic groups.
7. drives resource allocation in the learning as well as the broader community.
8. allows the societal, academic, and organizational components of education to operate in a seamless manner.
9. articulates the learning community's commitment to both excellence and equity in the organization.
10. embraces the dual mission of creating in each student solid and rigorous academic achievement and civic caring and responsibility.

Leadership

Definition

Strong leadership promotes excellence and equity in education and entails projecting, promoting, and holding steadfast to the vision; garnering and allocating resources; communicating progress; and supporting the people, programs, services, and activities implemented to achieve the school's vision.

Rationale

Effective leadership is essential to the development and continuing improvement of any organization. An educational leader is needed to focus efforts on excellence and equity in education.

Key Ideas

1. Leadership roles are assumed by a variety of persons in addition to principals and superintendents, including teachers, parents, students, and community leaders.
2. Leaders demonstrate knowledge, respect, and responsiveness to the diverse cultures, contributions, and experiences that are part of the school and society.
3. School leaders expect—and hold staff accountable for—challenging all students with a rigorous, culturally relevant curriculum and for demonstrating high expectations for each student.
4. School leaders ensure that each school has financial, material, and programmatic resources adequate to provide each student an equitable opportunity to learn.

Successful Schools Have Leadership That:

1. demonstrates flexibility in dealing with change and a willingness to experiment.
2. makes decisions based on attaining the most positive results for students, rather than on adhering to or maintaining an established system.
3. analyzes disaggregated data from multiple sources and uses it to inform decisions.
4. uses technology effectively to lessen the load of routine tasks and to provide more effective communications.
5. recognizes individual differences in staff and students and provides opportunities to meet their needs.
6. facilitates and builds consensus that guides rather than mandates.
7. uses a blend of top-down and bottom-up decision-making processes.
8. inspires, persuades, and influences others by their own actions and attitudes.
9. stays current on educational research and trends and provides the same information to stakeholders.
10. responds to the needs of culturally and linguistically diverse students and their families.
11. maintains a focus on the possibilities and opportunities instead of the barriers.
12. cultivates support for the school and its mission among all segments of the community, school board, district personnel, and other concerned individuals and groups.

High Academic Standards

Definition

High academic standards describe what students are expected to know and be able to do. High standards in each and every subject are the foundation for academic success.

Rationale

Academic standards provide a clear definition of expectations for all students. Standards serve as a common target for students, staff and parents.

Key Ideas

1. Academic standards clearly identify what all students should know and be able to do across the curriculum.
2. Benchmarks provide evidence of progress toward achieving the standards.
3. To provide students the opportunity to gain the knowledge, skills, and processes identified in the standards. Curriculum, instruction, and climate must be aligned with the standards.
4. In addition to the Wisconsin Student Assessment System, student achievement is assessed at the district, school, and classroom levels through a wide variety of forms such as projects, presentations, and portfolios.

Successful Schools Have High Academic Standards That:

1. expect all students will achieve at high levels.
2. link to local, state, and national standards.
3. establish measurable performance indicators and benchmarks for all students.
4. emphasize conceptual understanding and the application of knowledge, skills, and processes.
5. communicate learning expectations to students and parents.
6. serve as the basis for culturally inclusive curriculum, instructional methodology, resources, and assessment measures for evaluation criteria.
7. are used by teachers to guide instructional planning and implementation for diverse learners.
8. guide assessment strategies which inform students, parents, teachers, and other community members about student achievement.

Standards of the Heart

Definition

In a school, standards of the heart help children become caring, contributing, productive, and responsible members of society. This includes:

- advocating for equity, diversity, fairness, inclusiveness, and justice;
- making responsible decisions;
- caring about others;
- being a contributing member of the community and the broader society;
- developing personal and interpersonal skills; and
- developing and adhering to a core set of values.

Schools that deliberately foster positive character traits in their students are described in many ways. Students and staff may say the school has a positive climate; parents may note it is an equitable school where diversity is valued and stereotyping and harassment are not tolerated. The community might observe that students and staff are often engaged in service to others. In reality, standards of the heart are all of these things, and they add a new dimension to the idea of achievement.

Rationale

The foundations of public education in the United States have always included preparing students to take an active and responsible role in the republic. It is a vision that values students' ability to recognize individual differences acknowledge common bonds, and contribute to the greater good. The world of work requires individuals who are capable of managing their own health and well-being, and who have the skills necessary for problem solving, self-direction, self-motivation, self-reflection, lifelong learning, human relations, conflict resolution, and healthy relationships.

Key Ideas

1. Families, with the support of schools, help children meet life's challenges and become healthy, caring, and productive citizens.
2. Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
3. High expectations for staff and students include expectations for behavior and result in a positive and safe school environment.
4. Schools are places children can learn and practice positive interpersonal, cross-cultural, and citizenship skills.

Successful Schools Have Standards of the Heart That:

1. help students learn and model a core set of values such as respect, honesty, courage, responsibility.
2. create a positive school climate free of stereotyping, harassment, hate, and violence and filled with a concern for justice and fairness.
3. honor the traditions and contributions of all family and community members in the learning community.
4. encourage youth and adults to use their talents to positively address societal issues as a part of democratic citizenship.
5. promote healthy and positive relationships among students and between students and adults.
6. provide a variety of relevant, multicultural curricular and co-curricular programs to engage all students in the schooling experience.
7. establish high expectations for student and staff behavior in the classroom, at school- sponsored events, and across the community.

Family, School, and Community Partnerships

Definition

Family and community participation in the schools recognizes the important role that families, communities, and schools play in helping all children succeed in school and in life. Partners bring their own strengths, skills, perspectives and knowledge to the educational process, and they all need to be welcomed and respected for their contributions.

Rationale

Parents are their children's first and most influential teachers. Research clearly shows that families are important for children's learning, healthy development and school success. When families are engaged in their children's learning, not only do children do better but the school also becomes a better place for all children to learn. Research shows that schools are most effective at ensuring all children perform well in school when they make strong, continuous efforts to work with children's families.

Key Ideas

1. When parents, teachers, students, and others view one another as knowledgeable partners in education, a caring community forms around students.
2. Partnerships should be an integral part of the school's regular work.
3. Students learn and grow at home, at school, and in their communities.
4. The best predictor of a student's achievement in school is not income or social status, but the extent to which the student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable expectations for their children's achievement and future careers; and (3) become involved in their children's education at home, at school, and in the community.

Successful Schools Have Family and Community Partnerships That:

1. include administrative leadership and support for family-school-community partnerships.
2. provide well-designed, goal-oriented, and culturally responsive activities developed by teachers, parents, administrators, and other stakeholders.
3. are geared to the diverse needs of families and their children and to the particular conditions of each school.
4. foster varied and imaginative forms of two-way communication between home and school, address family skills, enable parents and community members to volunteer, provide learning opportunities at home and in the community, include parents in governance and decision making, and promote collaboration with the community.
5. build on strengths within the family, the school, and the community.
6. recognize that not all parents have experienced affirming and respectful relationships with schools and educators.

Professional Development

Definition

Professional development is a continuous learning process across all levels of education for the entire learning community. Quality professional development expands the capacity of the learning community to realize its vision and reach its goals.

Rationale

Professional development ensures that school staff have the content, process, knowledge, skills, dispositions, and accountability to help all students achieve high standards. For school staff, professional development helps enhance their ability and facilitate organizational change.

Key Ideas

1. Effective professional development is linked to the school vision, strategic plan, and specific "real" concerns in the teaching and learning process.
2. The goal of professional development is to promote continuous learning across all levels of education for the entire learning community and to ensure that such learning is incorporated into the teaching and learning process.
3. Effective staff development is continuous over time, research-based, culturally relevant, and connected to personal professional practice.
4. School leaders must make adequate resources available for continuous professional development, support for change, and accountability for results.

Successful Schools Have Professional Development That:

1. focuses on individual and organizational development related to improving student achievement.
2. develops expertise in both content and process.
3. focuses on teaching and learning for all students.
4. is relevant and research-based.
5. is sustained and supported by modeling, coaching, and specific problem solving.
6. helps school staff meet the needs of a diverse student population.
7. is based on up-to-date knowledge about how people learn.
8. includes accountability measures for changing practice based on the professional development.

Evidence of Success

Definition

Evidence of success is found in the data related to student achievement, behaviors, demographics, programs, and staff perceptions. It facilitates decision making leading to the improvement of teaching and learning.

Rationale

Successful schools gather and use a variety of information (data) to improve teaching and learning. Data gathered becomes a basis for identifying areas of excellence and areas of need.

Key Ideas

1. Evidence both shapes a school's goals and documents progress.
2. Quality evidence uses multiple indicators to identify strengths or needs within a school.
3. Evaluate the quality of evidence according to recognized standards: reliability, validity, and generalizability.
4. While maintaining high standards for all students, monitoring achievement gaps for historically underserved students should be a primary goal; this gap should narrow significantly year after year. Closely monitoring disaggregated data and analysis are key to reducing gaps in students' achievement.

Successful Schools Have Evidence of Success That:

1. is directly related to preset goals and objectives.
2. is recent and relevant.
3. includes academic as well as other student behavior-related information (for example, truancy, attendance, dropout rates, and discipline referrals).
4. is derived from multiple sources.
5. brings about improved achievement results for all students.
6. is communicated in an easily understood way to the learning community.
7. is disaggregated and identifies achievement gaps relative to gender, race, ethnicity, disability, or income.

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The following citations refer to the current literature used to develop the seven elements of successful schools.

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Where Are We Now?

Overview

These surveys will help identify a school's perceived strengths in each of the seven characteristics. No doubt every school has begun to implement many of these components. The surveys can help identify other areas that could be targeted for improvement over the next several years.

Encourage school staff, students, and community members to complete the surveys for diverse feedback about current efforts. Completing this self-assessment will help prepare a school team to develop an improvement plan.

An online version of all eight surveys are available through the Wisconsin Information Network for Successful Schools (WINSS) section of the DPI webpage (www.dpi.state.wi.us/improvement/process.html). On-line surveys are available in English and Spanish. They can also be printed from the website and used as print versions. A print version in Lao can be requested from DPI by phone at (608) 266-3608.

Survey Instructions

Give the appropriate survey to each member of the school team.

1. Ask additional student, family, and community representatives to complete the survey as well.
2. Each respondent should rate each element according to the rating scale provided.

   Rating Scale
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

3. Compare the ratings of the school team members to the ratings given by the student, family, and community representatives. You may find certain groups have very different perceptions of the current status from those of the school team. The differences may warrant further investigation and discussion *and* can help pinpoint areas of strength and areas needing further effort. The surveys are intended to help provide direction; teams can decide how to use or modify the tool to best meet local needs and resources.

Figure 1

Characteristics of Successful Schools Surveys

These surveys help schools and districts understand where staff, parents, students, and other stakeholders stand with respect to the seven characteristics of successful schools identified by the Wisconsin Department of Public Instruction. School and district leaders will use the data from the survey for planning purposes. All responses are strictly confidential.

Before beginning the survey, please tell us a little about yourself.

What is your position in the district?

☐ **Student:** What grade are you in this year? PK K 1 2 3 4 5 6 7 8 9 10 11 12

☐ **Parent:** What grades do your children attend this year?
(Mark current grade for each child) PK K 1 2 3 4 5 6 7 8 9 10 11 12

☐ **Teacher:** What grades are you teaching this year?
(Mark each grade you teach) PK K 1 2 3 4 5 6 7 8 9 10 11 12

☐ **Administrator:** (*Select one)*
_ elementary school _ middle school _ high school _ district office

☐ **Other staff:** *(Select one)*
_ pupil services staff (e.g. counselors, nurses, psychologists, social workers)
_ support staff (e.g. clerical, aides, custodial, food services)

☐ **School board member**

☐ **Community member**

What is your gender? ☐ Male ☐ Female

What is your ethnicity?

☐ American Indian or Alaskan native
☐ Asian or Pacific Islander
☐ Black
☐ Hispanic or Latino/a
☐ White

OVERVIEW

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. In developing the district vision, there was broad input from school and community members.					
2. District goals have been developed under the leadership of the school board.					
3. The school has goals that support the district vision.					
4. Each school has adequate resources to achieve its goals.					
5. School leaders are flexible in dealing with change and are willing to experiment.					
6. School leaders analyze information from many sources and use it to make decisions.					
7. Technology is used effectively in the school.					
8. School leaders practice and promote equity and excellence for all staff and students.					
9. School leaders model the behaviors expected of staff and students.					
10. School leaders cultivate community support for the school and its vision.					
11. Every students is expected to achieve at a high level.					
12. Teachers use effective teaching methods to help all students achieve the standards.					
13. The school has established criteria for measuring the academic performance of all students.					
14. Curriculum, instruction, resources, and assessment are culturally inclusive.					
15. Students are expected to learn and demonstrate a core set of values including respect, tolerance, and responsibility.					
16. The school climate ensures that each person feels safe and respected.					
17. The school recognizes the contributions that families and the community make in fostering core values.					
18. The school addresses issues that limit students' ability to be productive citizens.					
19. The school promotes positive relationships among students and adults.					
20. The school provides a variety of classroom and after school programs to engage every student.					
21. High expectations are the norm for student and staff behavior in the classroom, at school events, and in the community.					
22. School administrators support family-community partnerships.					
23. Parents actively participate in their children's education.					
24. Families from different backgrounds and/or cultures participate in school activities.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
25. The school responds positively to the needs of families and their children.					
26. The school involves the community in improving student learning.					
27. Professional development meets the needs of participants.					
28. Professional development helps school staff meet the needs of a diverse student population.					
29. The school devotes adequate resources to professional development.					
30. There is evidence that all students meet high expectations.					
31. School staff review student behavior data.					
32. Student performance information is easily understood by everyone in the school and community.					
33. Student performance information is reviewed to identify achievement gaps.					

VISION: *a common understanding of the school goals, principles and expectations*

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. A representative group has responsibility to create and maintain the vision statement.					
2. The vision is published and accessible to the school and community.					
3. The vision is regularly reviewed.					
4. The vision clearly describes the role the school system plays in students' lives and in the community.					
5. School and community members can explain the district vision.					
6. The vision commits to success for all students.					
7. A district strategic planning process identifies annual goals.					
8. District goals address needs identified during review of disaggregated data about student achievement and behavior.					
9. District goals are monitored throughout the year.					
10. District goals are evaluated at the end of each year.					
11. School goals are communicated to all in the school and community.					
12. Curriculum, instruction, and assessment are aligned with the school goals.					
13. Expectations for behavior are aligned with the school goals.					
14. School goals are regularly monitored, evaluated and updated.					
15. The annual budget is allocated based on the vision and goals.					
16. School staff have access to adequate professional development to achieve the vision and goals.					
17. Building administrators provide leadership to support the vision and goals.					
18. School staff have adequate time to plan ways to meet the vision and goals.					
19. Staffing is adequate to achieve the vision and goals.					
20. School calendars and schedules are developed based on the vision and goals.					

LEADERSHIP: a group of individuals dedicated to helping the school achieve its vision

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Discussion and inquiry are valued and practiced.					
2. Multiple approaches and innovative solutions solve problems.					
3. Collaboration and compromise are valued and practiced.					
4. The information needed to evaluate student progress is identified.					
5. Information about student progress is reviewed often.					
6. All educational decisions are made based on review of relevant data.					
7. Technology is used to gather, organize, and present pertinent information.					
8. The internet, email, and voice mail are used effectively.					
9. Technology assists with routine tasks, such as tracking attendance, so staff have more time to plan and teach.					
10. Leaders ensure that all staff have adequate technology resources.					
11. All staff have the skills to use technology effectively.					
12. Leaders recognize individual differences and provide opportunities for needs to be met.					
13. All staff and students are offered leadership opportunities.					
14. School leaders actively seek to recruit and retain a diverse staff.					
15. Differences in language and culture are recognized and valued.					
16. Leaders treat all students, parents, staff, and community members with respect.					
17. Leaders use research-based strategies to close achievement gaps.					
18. School leaders have high expectations for all students and make no excuses for poor performance.					
19. School leaders facilitate and build consensus.					
20. Leaders help staff use strategies that ensure that students meet community expectations.					
21. Leaders demonstrate a commitment to professional development.					
22. Leaders participate in professional development.					
23. Leaders adopt school schedules that permit staff to plan and learn together.					
24. Consensus is sought when developing the district's vision and goals.					
25. Families are considered assets whose contributions are valued.					
26. Leaders communicate effectively with parents and community members.					

HIGH ACADEMIC STANDARDS: *what all students should know and be able to do*

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Academic standards align with state and national standards.					
2. Standards are the foundation for curriculum and instruction.					
3. Modifications are made to help special needs student reach the standards.					
4. Staff demonstrate high expectations for all students in instruction, course content, and advising.					
5. Teachers are competent in and use a variety of teaching strategies that meet the needs of all students.					
6. Students actively participate in planning, evaluating, and taking responsibility for their own learning.					
7. Support programs, such as tutoring, before or after school study sessions, or computer-assisted tutorials, are available to all students.					
8. Strategies and support are in place for students who do not meet the standards.					
9. Classroom instruction focuses on the desired student outcomes.					
10. A variety of assessments measure student performance.					
11. Communication of assessment goals is frequent and useful to students, parents, and others.					
12. Students are able to apply what they learn.					
13. Instruction, curriculum, and assessment methods reflect the history, experiences, accomplishments, and perspectives of a diverse society.					
14. Students have options to pursue their areas of interest within a teaching unit.					
15. The needs of English language learners are effectively addressed, using research-based practices.					
16. The curriculum does not propagate racial, ethnic, or gender stereotypes.					

STANDARDS OF THE HEART: *helping all students become responsible citizens*

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. The community helped define and promote the core values.					
2. Core values are a part of classroom instruction.					
3. All school policies are consistent with the core values.					
4. Students and staff are recognized for demonstrating the core values.					
5. Teachers let parents know how well their children demonstrate the core values.					
6. All students and staff participate in creating a positive school climate.					
7. Diversity is celebrated through a variety of programs and activities.					
8. Parents support school policies creating a positive school climate.					
9. All school staff know how to respond to crisis situations.					
10. All teachers implement effective classroom management strategies.					
11. Staff and students follow the district nondiscrimination and anti-harassment policies.					
12. Families have materials and activities that promote core values in the home.					
13. School staff seek diverse input about ways to promote standards of the heart.					
14. The school coordinates promotion of standards of the heart with community groups.					
15. School staff demonstrate an ethic of volunteerism.					
16. All school staff play a vital role in preventing youth risk behaviors.					
17. The curriculum helps students develop the skills, attitudes, and knowledge to make responsible decisions.					
18. All students have access to school nurses, psychologists, social workers, and counselors when they are needed.					
19. Staff receives continuous professional development to understand the risks facing students.					
20. Strategies, such as tutoring and mentoring programs, promote positive relationships among all students.					
21. Support is provided to students transitioning to a different school.					
22. All students are meaningfully connected to an adult at school.					
23. The school day allows time for adults to connect with students personally.					
24. Students participate in solving problems and making decisions about their school.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
25. The curriculum helps students apply their learning in school and community situations.					
26. All teachers recognize and build on the talents of each student.					
27. All students have adequate access to a variety of extra and co-curricular activities.					
28. Youth and adults in the school and community have the same expectations for student behavior.					
29. All adults in the school model the behaviors expected of students.					
30. In schools, students and staff are held responsible for their behavior.					
31. Teachers, administrators, and school board members believe each student can become a caring, contributing, and responsible citizen.					
32. All students are expected to provide service to their school or community.25. The school responds positively to the needs of families and their children.					

FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS: *recognizing, supporting and utilizing the resources that families and the community bring to education*

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. A committee of parents and staff members makes decisions about ways to involve all families in children's learning.					
2. District policy promotes family involvement in school.					
3. The school communicates its family involvement policy to parents.					
4. Parents know when and where school committees meet.					
5. Parents feel welcome to make comments at school meetings.					
6. Teachers have adequate time and compensation to meet with parents.					
7. Parents serve on all school committees.					
8. Parents know what children are expected to learn in each subject.					
9. The school regularly surveys parents about what they need to promote children's learning.					
10. Teachers meet with parents about their children's progress several times each year.					
11. Parents feel welcome to visit the school at any time.					
12. Parents know which staff members to contact about matters concerning their children.					
13. Parents share information about their children with teachers throughout the school year.					
14. The school provides opportunities for families to celebrate the contributions of all cultures represented by students.					
15. The school invites parents of all backgrounds to help plan activities for families.					
16. Staff members ask all parents about their children's strengths and how they learn.					
17. School staff receive training about the cultures of the families in the school.					
18. If needed, translators are available to help non-English speaking parents.					
19. If needed, the school provides information for families in languages other than English.					
20. The school sponsors family learning workshops at times and places accessible to all.					
21. The school provides families with information on child development.					
22. The school provides families with information on parenting.					
23. The school has a family center or other space for parents to visit and obtain resources.					
24. Parent advocates or liaisons are available to help parents meet with school staff.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
25. The school building is open for use by the community outside regular school hours.					
26. The school trains parent and community members for meaningful volunteer work.					
27. At least one school staff member is responsible for linking parents with resources in the community.					
28. Volunteers feel appreciated and recognized by the school.					
29. The school distributes information about community resources to families.					

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PROFESSIONAL DEVELOPMENT: *providing continuous, meaningful opportunities for school staff to improve their knowledge and skills*

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. School staff participate in sustained and intensive professional development.					
2. School staff have access to mentoring and coaching.					
3. The school's professional development plan addresses participants' different learning styles.					
4. All school staff develop plans for their own professional growth.					
5. Professional development results in improved practice.					
6. All professional development requests are reviewed for content and alignment with school goals.					
7. Professional development presenters are evaluated prior to hiring to ensure relevance and quality.					
8. School staff are skilled at recognizing developmental stages and related issues of all students.					
9. The school supports educators' learning of teaching methods designed to help diverse students succeed.					
10. The school provides staff with opportunities to deepen their understanding of and responsiveness to racial, cultural, and other differences in students' experience and learning.					
11. Educators, families, and community members understand their roles in nurturing a school climate that is safe and free of harassment for all.					
12. Professional development opportunities are available to all on an equitable basis.					
13. Professional development is planned systematically and collaboratively.					
14. Parents, community members, and students have access to appropriate professional development that is related to school goals.					
15. The school budget for professional development is adequate.					
16. The school devotes adequate resources to professional development so that it will have lasting impact.					

EVIDENCE OF SUCCESS: *collecting, analyzing and using data to make decisions about school improvement*

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. The school has a plan to collect and review data about student achievement and behavior.					
2. Teachers use data to determine priorities for teaching and learning.					
3. Teachers monitor student progress over time.					
4. Teachers collect information about student performance from multiple sources.					
5. Parents know how well the students performed last year, last semester, last month, last week.					
6. Assessments evaluate content or processes that are important and meaningful to students, teachers, and parents.					
7. Assessments meet standards of validity, consistency, and reliability.					
8. School staff collect and analyze a variety of information, including data on student wellness, equity, school climate, harassment complaints, and more.					
9. School staff review educational program data such as course enrollments, alternative programs, graduation rates, extra and co-curricular participation.					
10. School staff analyze demographic data including truancy, attendance, dropout rates, and discipline referrals.					
11. Information about school programs and how they compare with schools in other districts and states is made public.					
12. Assessment reports inform the community about the quality of the educational programs.					
13. Information about both academic and non-academic performance is shared with the community.					
14. Assessments are free of bias and stereotypes.					
15. Attendance is high for all students.					
16. Suspension and expulsion rates are low for all groups of students.					
17. Graduation rates are high.					
18. Academic performance is high.					
19. Students say the school is welcoming, supportive, and free of harassment and bullying.					

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CHAPTER THREE

How Do We Bring It All Together?

Overview

Building upon the characteristics of successful schools included in the first two sections of this guide, this section offers a sample process for putting the pieces of school reform together. After building an understanding of the characteristics of successful schools and after completing an assessment to determine current conditions, how does one proceed? The process offered here is based on a series of questions and is grounded in the work of Larry Lezotte and Barbara Jacoby in their *Guide to the School Improvement Process Based on Effective Schools Research.* It is further based on the work of Edy Holcomb in her book, *Asking the Right Questions: Tools and Techniques for Teamwork (1997).*

It is important to realize that school reform and these characteristics of successful schools are *not* linear. School improvement is messy and the results don't occur in "lock-step" or sequential order. Therefore, many in the learning community are challenged by efforts to improve schools. Wisconsin Department of Public Instruction has developed these characteristics and this sample process to build a common framework for helping schools improve the achievement of all students.

The process asks school teams to answer five questions related to the seven characteristics of successful schools. Several of the questions address more than one of the characteristics. For example, the question, How will we reach our target? addresses both academic standards and standards of the heart. In addition to providing high academic standards for all students, we are responsible for helping students become productive citizens. Since school reform is a circular process, the questions and the characteristics can guide a school throughout their school improvement efforts.

The remainder of this section will lay out the method for putting the characteristics of successful schools together. Using the seven characteristics and fitting them into the five question format helps create a process for school improvement efforts.

A Process for Creating and Sustaining a Successful School

The five questions Wisconsin's school improvement process is based on are:

- Where are we now?
- What is our target?
- How will we get there?
- How will we know we're on target? What will we do if we're not?
- How will we continue to focus and sustain our school improvement efforts?

A process for answering these questions and access to local achievement and behavior data is available through the Wisconsin Information Network for Successful Schools (WINSS) website at www.dpi.state.wi.us.sig/index.html. WINSS is a web-based school improvement resource guide developed by the Wisconsin Department of Public Instruction and the North Central Regional Education Laboratory.

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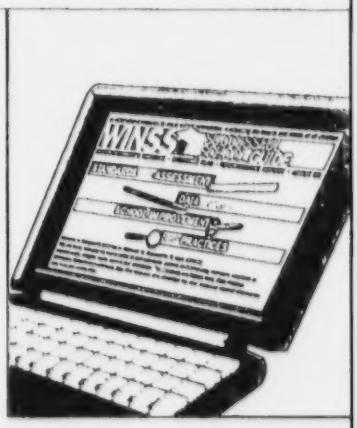
www.dpi.state.wi.us

WINSS SUCCESSFUL SCHOOL GUIDE



STANDARDS and ASSESSMENT

This section outlines Wisconsin's expectations for students and provides ideas, information, and tools to assess progress as we strive to educate the hearts and minds of all students.

continuous SCHOOL IMPROVEMENT

This section describes the characteristics of a successful school as well as ideas and tools to help school communities in the improvement process.

DATA analysis

This section uses questions, graphs, and tables arranged so users can see the information data can provide. Links are offered to local websites, where available, for more information about your school.

best PRACTICES

This section helps to answer key questions related to implementing the seven characteristics of a successful school.

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Figure 2

Where Are We Now?

Where Are We Now?

Before any changes are made in school improvement, it is critical to determine the school's successes and needs. In other words, create a clear picture of the school before making any interventions. This will help determine assessments of progress and help with adjustments along the way. Again, is important to remember that school improvement is not a linear process.

The purpose for school improvement is to analyze data patterns to bring about improved achievement for students. In establishing the answer to the first question, Where are we now? begin with data and your vision.

Information from the first and second sections of this guide as well as a variety of local data related to evidence of success will help form the picture of a school's current status. Local data to consider are:

Student achievement data such as:

- Wisconsin Knowledge and Concepts Examinations (grades 4, 8, and 10)
- Wisconsin Reading Comprehension Test (3rd grade)
- Performance assessments and results
- Portfolio summaries

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Demographic data such as:

- attendance reports
- truancy reports
- migration rates
- suspension and expulsion rates

Educational program data such as:

- course sequences and enrollments
- graduation rates
- student/teacher ratios
- parent/community volunteerism

Perceptions data such as:

- parent surveys
- student surveys
- community surveys
- school safety data
- school climate data

Figure 3

What is Our Target

What is Our Target?

This step calls for developing a clear target for improvement. When people clearly understand where they are going and have a good map to get there, the journey becomes an enjoyable and valuable learning experience. It is important to mention again that the target is based on the data used in answering the question, Where are we now?

Involving a variety of people in the process of setting targets for success is important. The more people who know the target and take ownership for reaching the target, the better the chances of sustaining the momentum for change and succeeding.

Creating a school vision is part of setting school improvement targets. Leadership within schools allows resources to be used to reach the target and to bring people along on the journey.

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Figure 4

How Will We Get There

How Will We Get There?

Every journey starts with a single step forward. School improvement calls for setting a target and for having a plan to reach that target. The plan will determine how to get to the data-driven target.

The planning process requires establishing clear responsibilities for everyone involved. This step necessitates partnerships both within schools and across the school and the community. The more people who find a place for themselves in the plan, the more momentum is created for change. Academic standards provide instructional targets for teachers, students and parents. Standards of the heart clearly communicate the expectations for how people and the learning community treat one another. Family and community partnership efforts create a seamless transition of expectations and support for students from the schoolhouse door to their home.

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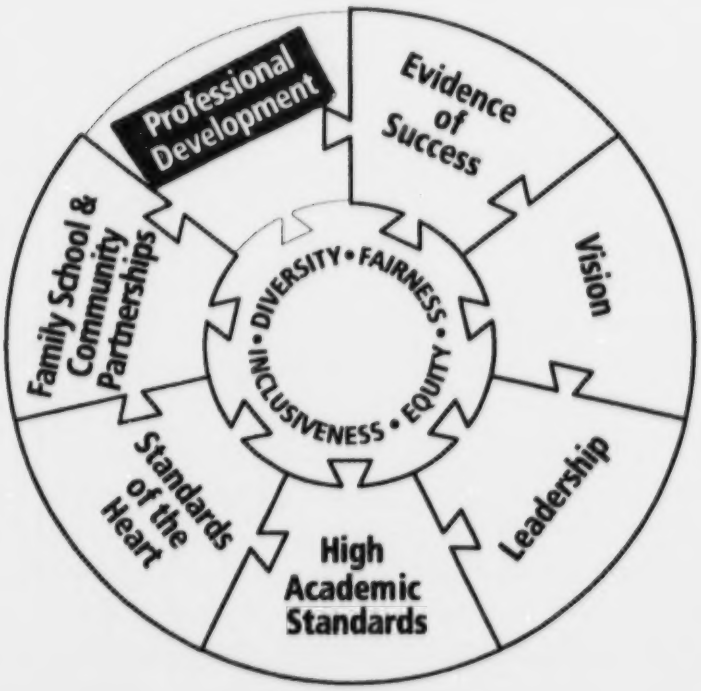
Figure 5

On Target



How Will We Know We're on Target? What Will We Do If We're Not?

A well-developed plan and a good road map are the keys to describing success and identifying needs along the way. When targets are determined, they are usually long-term targets. School improvements are rarely completed in a single school year. That being the case, it is important to establish benchmarks as guides that help schools move toward their targets of educating students' hearts and minds.

School improvement teams need to pause occasionally to check the impact of their efforts. Regularly revisiting the vision, leadership academic standards, standards of the heart, and family and community involvement allows the team to reassess improvement efforts.

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Figure 6

Focus

How Will We Continue to Focus and Sustain School Improvement Efforts?

Education deals with many issues during the course of the school day, the semester, and the school year. Education is not a fluid process; we cannot send children home while we "retool" for school improvement. Educational change is like trying to fix the airplane while it is "enroute". Since our target is long-range, it is critical to remain focused on the target and to keep people motivated to reach that target.

Professional development and continued leadership are key means for sustaining momentum.

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CHAPTER FOUR

Appendixes

A. Selected Resources

B. Common Elements of Reform

C. Wisconsin Equity Framework

APPENDIX A

Selected Resources

Benson, P. *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco: Jossey-Bass, 1997.

Benson's book introduces 40 developmental assets that are the building blocks of healthy development. It includes practical steps that schools, families, and communities can take to increase these assets for youth.

Board of Education of the City of Chicago. *Children First: Self-Analysis Guide*. Chicago: Board of Education of the City of Chicago, Department of Research, Evaluation, and Planning, 1994.

This self-analysis guide is one component of the Chicago Public School's systemwide school improvement initiative—Pathways to Achievement. It is based on five essential supports for student learning: (1) school leadership; (2) student-centered learning environments; (3) parent and community partnerships; (4) professional development and collaboration; and (5) quality learning experiences. *Contact:* Board of Education of the City of Chicago, 1819 West Pershing Road, Chicago, IL 60609; (773) 535-8000.

Bullard, P., and B. Taylor. *Making School Reform Happen*. Boston: Allyn and Bacon, 1993.

This book describes the effective schools improvement process and the individuals who can ensure its success through teaching, leadership, accountability, and commitment. It is based on interviews with 450 people from various backgrounds and perspectives and discusses the philosophy behind the effective schools movement; the potential impact that business strategies have on outcome-based accountability; school-based management; and what reform changes mean for parents and students. *Contact:* Londwood Division, Allyn & Bacon, 160 Gould Street, Needham, MA 02194; (781) 455-1250.

Center for the Development and Study of Effective Pedagogy for African American Learners. *Success Stories of CPAL Exemplary and Recognized Title I Schools/Communities: A Resource for Training*. Houston: Texas Southern University, School of Education, CPAL, 1996.

This report documents how 30 Title I schools in Texas provide an equitable education for significant numbers of African American or low-income students. Researchers identified several common elements among the successful schools, including: (1) clear visions; (2) knowledge of curriculum; (3) mutually determined high performance expectations; (4) demonstrative professionalism; (5) parent and community involvement; (6) strong leadership; (7) attitude formation; (8) ability to implement change; (9) school climate and morale; (10) flexibility; (11) use of technology; (12) high-quality teaching and learning; and (13) effectively targeting resources. *Contact:* Texas Southern University, College of Education, 3100 Cleburne Avenue, Houston, TX 77004; (713) 313-7499.

The Education Trust. *A New Chance: Making the Most of Title I*. Washington, DC: The Education Trust, 1996.

This guide can help practitioners better understand Title I and its implications for schoolwide reform. It recommends introducing Title I to the school community through six steps: (1) preparing for change; (2) organizing a leadership team; (3) choosing an outside advisor; (4) organizing

action groups; (5) putting together a plan; and (6) joining the Education Trust's Title I High Performance Network. The guide includes talking points to highlight the major changes in Title I, a discussion of the advantages of the schoolwide option, and recommendations for organizing the planning process. It outlines the requirements of a Title I schoolwide plan and the components of a schoolwide program. *Contact:* The Education Trust, 1725 K Street, NW, Suite 200, Washington, DC 20006; (202) 293-1217; fax: (202) 293-0073; website: www.edtrust.org

Hord, S. *Professional Learning Communities: Communities of Continuous Inquiry and Improvement.* Austin, TX: Southwest Educational Development Laboratory, 1997.

This literature review defines and describes a professional learning community composed of teachers and administrators; documents what happens when school staff work collectively to ensure increased learning for students; and discusses what is known about creating professional learning communities in schools. The review identifies five attributes of professional learning communities: (1) supportive and shared leadership; (2) collective creativity; (3) shared values and vision; (4) supportive conditions; and (5) shared personal practice. According to the author, this body of research demonstrates improved outcomes for both students and faculties in schools organized as professional learning communities. *Contact:* Southeast Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701; (512) 476-6861; fax: (512) 476-2286.

Joyce, B., and E. Calhoun. *Creating Learning Experiences: The Role of Instructional Theory and Research.* Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

The authors discuss alternative models of teaching and learning that schoolwide planning teams can draw on as they select research-based models for implementing comprehensive school reforms. They examine the conceptual frameworks of proven learning and teaching models developed over the past 30 years. They discuss likely applications for the models and how classrooms can use the models to serve diverse learners. Information is organized according to concept-based frameworks and discusses different contexts in which models are most likely to be useful. This resource can help schoolwide planning team members and other school staff select the most appropriate teaching and learning models for a particular school or group of students. *Contact:* Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453; (800) 933-2723 or (703) 549-9110; fax: (703) 299-8631; e-mail: member@ascd.org; website: www.ascd.org

_____. "An Inquiry, Not a Formula." *Educational Leadership* 52(April 1995)7: 51+.

The authors suggest ways to overcome structural barriers and encourage school renewal through internal reorganization. Under this framework, school improvement plans are hypotheses rather than panaceas. The article explores six hypotheses: (1) reorganizing schedules to provide time for collective inquiry; (2) creating an environment characterized by active democracy and collective inquiry; (3) studying the learning environment; (4) connecting faculties to current research on teaching and learning; (5) restructuring staff development as an inquiry into curriculum and instruction; and (6) having faculties work collaboratively. *Contact:* Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453; (800) 933-2723 or (703) 549-9110; fax: (703) 299-8631; e-mail: member@ascd.org; website: www.ascd.org

The National Network of Partnership Schools, Johns Hopkins University.

Established by Johns Hopkins researchers in 1996, the network brings together schools, districts, and states committed to developing and maintaining strong school, family, and community partnership programs. Each partnership school strengthens its program by addressing six types

of partnerships and by using an action team approach. Districts and states help schools conduct activities. The Wisconsin Department of Public Instruction is a charter member of the network and offers Wisconsin schools and districts membership in a state network as well. The national network website is www.csos.jhu.edu/p2000 and the state website is www.dpi.state.wi.us/dpi/dltcl/bbfcsp/index.html

Search Institute

Founded in 1958, Search Institute conducts research and evaluation, develops publications and practical tools, and provides training and technical assistance. The Institute collaborates with others to promote long-term organizational and cultural change that supports the healthy development of all children and adolescents. *Contact:* Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415; (800) 888-7828; website: www.search-institute.org

Wisconsin Department of Public Instruction. *Citizenship: Building a World of Good (A Tool Kit for Schools and Communities).* Madison: WDPI, 1998.

A practical tool for schools to use to build character in youth. It includes elements of effective schools, needs assessments, and a simple planning and evaluation process.

_____. *Wisconsin's Framework for Comprehensive School Health Programs.* Madison: WDPI, 1997.

A series of 12 case studies describing local efforts to develop and improve comprehensive school health programs offers a powerful description of strengthening leadership in schools, enhancing teaching about health, coordinating programs and services for students and their families, strengthening family and community connections, and using state resources. This publication is suitable for school community planning groups and others seeking to better understand how such programs evolve. Also available on the website at www.dpi.state.wi.us/dpi/dlsea/sspw/casestdy.html

Wisconsin Equity Framework

Educational Equity and School Improvement

Educational equity and school improvement are mutually inclusive goals. Excellence cannot exist without equitable experiences and results for all students. While educators make many efforts to "level the playing field" for all students, we know that some groups of students do not experience equal learning opportunities and do not achieve at the academic and citizenship levels necessary. Such groups of students include: children and youth who are female or male (depending on the academic subject), immigrants, ethnic minorities, American Indians, the migrant or homeless, the neglected or delinquent, those limited in their English language proficiency, individuals with disabilities, and children and youth who live in high poverty areas.

"Educational excellence" describes the condition that exists when educational programs challenge learners-regardless of their race, national origin, gender, sexual orientation, disability, or socio-economic status-to perform at the boundary of their individual abilities and to test and extend their limits in school, at home, at work, and as citizens. This condition reflects fairness and high expectations for all learners and also provides alternatives and support to help students reach them.

"Educational equity" means the educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or under-represented populations meet the same rigorous standards for academic performance expected of all children and youth. Educational equity knowledge and practice in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned and systemic and focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture). Educational equity activities promote the real possibility of equality of educational *results* for each student and between diverse groups of students.

Major educational equity strategies include:

1. collecting, analyzing, and using disaggregated assessment data to make educational decisions and to establish school improvement efforts.
2. analyzing the intersections of gender, race, culture, disability, class, and orientation that collide to influence teaching and learning.
3. involving parents and citizens representative of all the diversity in the community, thereby affirming the growing pluralism that exists.
4. developing and delivering equitable and inclusive curriculum, extracurricular activities, and student services.
5. practicing equitable and inclusive instruction, such as accelerated learning, cooperative learning, reciprocal learning, active learning, de-tracking, de-grouping, and reducing differential expectations or treatment of students.
6. ensuring equitable classroom and school environments in which all students see their culture and other cultures authentically and positively portrayed.
7. providing meaningful professional development opportunities to build capacity for addressing equity and diversity (awareness level to advanced skill building).

8. improving leadership and administrative practice that enhances and takes responsibility for continually advancing the ideals of equity and diversity.
9. delivering equitable counseling and guidance, other student services, and citizenship experiences which support equity and diversity, expand educational planning and career options, promote resiliency, reduce prejudice and increase self-understanding and positive identity development for all youth.
10. restructuring school organizations to achieve greater educational equity by changing the roles, rules, and relationships that influence how people work, learn and interact. Democratic, inclusive, and peaceful principles are developed and practiced.
11. creating collaborations among schools, employers, and communities that provide opportunities for prejudice reduction, celebrating diversity and citizenship. Meaningful and ongoing involvement and partnership with diverse community members is essential.
12. promoting equity and nurturing diversity through public information and school organizations and activities.

A Framework for Monitoring Equity and Access

What makes the question of equal educational opportunities especially complex is that it results from a combination of many factors in a school, not any single one. Often these factors operate at an invisible or undetected level. The first step is to recognize all of the areas of schooling that influence educational equity. A school must look and strive for a pattern of access and equity across all aspects of students' education. The Tools for Accountability Project (Annenberg Institute for School Reform) has identified seven areas that influence the degree of access and equity in a school. Collecting data and reflecting on these seven areas must be included in all school improvement efforts. They are:

1. *Access equity*
   (opportunity to learn standards; de-tracking; equal access to classes, programs, and schools)
2. *Fiscal and budgetary equity*
   (investment per pupil, support services available per pupil, special programs funded, and investment per teacher)
3. *Pedagogical equity*
   (instructional techniques, classroom management, educator expectations)
4. *Input equity*
   (class size, quality of facilities, resources including computers and books)
5. *Output equity*
   (student achievement, test scores, citizenship, post-school earning, and other indicators of well-being)
6. *Curricular equity*
   (culturally inclusive and responsive lessons, bias-free assessment)
7. *Attitudes and assumptions around equity, diversity, fairness, and inclusiveness*
   (staff and student learning about diversity; shared understanding of the dynamics and experience of difference; understanding of how culture (broadly defined) affects learning; positive and welcoming climate for all (students, families, and communities); cross-cultural communication skills; evidence of application of new knowledge gained from ethnic studies, gender studies, and so forth)

Implementation Report: How Did This Guide Work for You?

As you review the *Characteristics of Successful Schools Guide*, please keep in mind this is a "living" document. Information sessions on this guide have been presented to the teams at DPI during the spring/summer of 2000. In addition, members from several DPI teams will be using this guide as they work with schools on issues related to school/institutional effectiveness. Selected team members have been asked to evaluate the effectiveness of the guide and develop activities that can be used as technical assistance is provided on school/institutional effectiveness.

The *Characteristics of Successful Schools Guide* is also available electronically through the DPI website: www.dpi.state.wi.us. It is located within the Wisconsin Information Network for Successful Schools (WINSS) web pages.

Please share your feedback on this guide by filling out the form on the next page. Return it to

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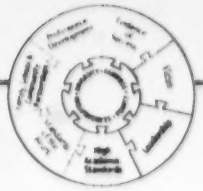
Characteristics of Successful Schools



IMPLEMENTATION REPORT

Role of person completing this evaluation

☐ Administrator ☐ Parent ☐ Pupil Services
☐ Student ☐ Teacher ☐ Other *Specify* _____

How did you receive a copy of the *Characteristics of Successful Schools* guide?

How have you used the guide

☐ Program Planning ☐ Staff Development ☐ School Improvement Process
☐ Program Evaluation ☐ Grant Writing ☐ Other *Specify* _____

What did you like about the guide?

What could have been included in the guide but wasn't?

Was there any area of the guide that you feel could have been further developed? How so?

Optional Information

Name | **Telephone** *Area/No.*

Address *Street, City, State, Zip*

Please return this form to: Elaine Granke, Title I Team, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841. Email address: g.elaine.granke@dpi.state.wi.us

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